Curriculum Handbook *for* **Parents**

2004–2005

Alberta
LEARNING

Alberta Learning

This document, along with most Alberta Learning documents, can be found on the Web site at **http://www.learning.gov.ab.ca**.

Parent documents referenced in this handbook, along with most Alberta Learning documents, are available for purchase from:

Learning Resources Centre
12360 – 142 Street
Edmonton, Alberta, Canada, T5L 4X9
Telephone: 780–427–2767
Toll free: 310–0000 (inside Alberta)
Fax: 780–422–9750
Internet: http://www.lrc.learning.gov.ab.ca

Telephone numbers of branches referred to in this handbook can be reached, toll free inside Alberta, by dialing 310–0000.

Aboriginal Services Branch
Telephone: 780–415–9300
Fax: 780–415–9306
E-mail: asb@gov.ab.ca

Curriculum Branch
Telephone: 780–427–2984
Fax: 780–422–3745
E-mail: curric.contact@learning.gov.ab.ca

French Language Services Branch
Telephone: 780–427–2940
Fax: 780–422–1947
E-mail: LSB@learning.gov.ab.ca

Learner Assessment Branch
Telephone: 780–427–0010
Fax: 780–422–4200
E-mail: assess.contact@learning.gov.ab.ca

Learning and Teaching Resources Branch
Telephone: 780–427–2984
Fax: 780–422–0576
E-mail: curric.contact@learning.gov.ab.ca

Learning Technologies Branch
Telephone: 780–674–5350
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E-mail: ltbgeneral@gov.ab.ca

- For information about LearnAlberta.ca
  Telephone: 780–415–8528
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GRADE 1

This Curriculum Handbook provides parents with information about the Grade 1 curriculum. It includes:

- selected learning outcomes for each subject area from the provincial curriculum
- links to the Alberta Learning Web site where more information can be found
- a feedback form.

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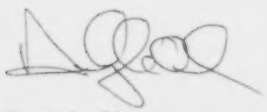
Message from the
Minister of Learning

Parents play a central role in the education of their children. Your involvement and encouragement nurtures an enjoyment of learning and helps your child excel. In order to assist you in this role, Alberta Learning has published the *Curriculum Handbook for Parents*. This series of handbooks outlines what your child learns in school and the goals that have been set for students.

Alberta has one of the best education systems in the world, due in large part to our high quality curriculum. Alberta's basic education system is designed to help students achieve their individual potential and create a positive future for themselves, their families and their communities.

Thanks in part to the high standards of Alberta's curriculum, Alberta students are achieving at or near the top of national and international assessments. Albertans share a commitment for excellence in education as we all have a stake in making sure Alberta's learning system meets the needs of today's students and future generations. Together we can ensure Alberta students have the foundation they need for a lifetime of success.

For more information about your child's classroom learning, or if you have questions about this handbook, I encourage you to talk with your child's teacher.



Dr. Lyle Oberg
Minister of Learning

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Information for Parents

Introduction

Web site links for further information are provided throughout the handbook.

Students learn in a variety of environments—in their homes, schools and communities. Parents, teachers and community members form a partnership to assist this learning.

When parents know what children are studying at school, they can provide better home support for their children's learning. The *Curriculum Handbooks for Parents* have been designed to assist parents in participating in their child's education by fostering an understanding of what students learn at each grade level.

Learning in Alberta

Schools provide students with a broad educational program that helps them:

- develop knowledge, skills and attitudes in a variety of subject areas
- demonstrate critical and creative thinking skills in problem solving and decision making
- demonstrate competence in using information technologies
- know how to learn and work independently and as part of a team
- develop desirable personal characteristics and the ability to make ethical decisions
- demonstrate initiative, leadership, flexibility and persistence
- have the desire and realize the need for lifelong learning.

Schools also prepare students to make positive contributions to society through communities, the workplace and/or post-secondary studies.

Teachers make a number of decisions when planning for classroom instruction. Within any group of students, there is a range of individual differences. Teachers use the learning outcomes of the provincial curriculum to meet the needs and interests of their students and to make connections across subject areas. They choose resources, equipment and materials to help students achieve the learning outcomes. Teaching methods and schedules vary from school to school and from class to class to meet the diverse learning needs of students.

Alberta Learning assists teachers by reviewing and selecting the best possible resources, such as textbooks, videotapes and computer software, for all subject areas. Authorization of resources by Alberta Learning indicates that the resources meet high standards and can help students achieve the learning outcomes. Teachers can choose other resources, as long as they follow school board policy.

http://www.lrc.learning.gov.ab.ca

Authorized resources are available for purchase from the Learning Resources Centre (LRC).

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Helping Your Child at Home

Here are some important pointers for you to help your child learn.

- Be positive and encouraging in your approach to learning. It will help your child feel confident and enthusiastic about success.
- Talk to your child about schoolwork, and help with homework when you can.
- Help your child set realistic goals, and discuss progress in an encouraging way.
- Connect your child's schoolwork with everyday life, and use these opportunities for problem solving in everyday situations.
- Keep in touch with teachers about your child's progress, including successes and achievements, not just concerns.

The following resources may help you. Check your child's school for availability.

This resource is available for purchase from the Learning Resources Centre (LRC). Order online at http://www.lrc.learning.gov.ab.ca

- *The Parent Advantage: Helping Children Become More Successful Learners at Home and School, Grades 1–9*—Strategies parents can use to help their child improve organizational, reading, writing, spelling, mathematical, test taking and project skills at the grades 1–9 levels.

http://www.learning.gov.ab.ca/parents/mathprbk.pdf

- *Working Together in Mathematics Education*—Ways parents can support student learning in mathematics.

http://www.learnalberta.ca

- *LearnAlberta.ca* Web site—Online multimedia learning resources that directly relate to the Alberta programs of study.

http://www.2learn.ca/

- *TELUS 2Learn* Web site—An education–business partnership that provides Internet inservice, support and information for Alberta teachers, students and parents.

School Councils

Schools, parents and communities all play an important role in education. School councils are designed to give parents, students, teachers and other community members meaningful involvement in decisions about policies, programs and services and the allocation of funds. Each school council determines its own level of involvement, depending on local needs. Parents can get more information on how to get involved by contacting their local school or the Alberta Home and School Councils' Association (AHSCA).

http://www.ahsca.ab.ca

School Fees and Fundraising

Decisions regarding school fees and fundraising are made by the local board or by the school principal in consultation with the school council within policy guidelines established by the school board. In September 2000, the Alberta School Boards Association (ASBA) developed and provided guidelines to school boards to assist boards in establishing appropriate local policy.

http://www.asba.ab.ca/services_for_boards/policy_advisories_fund.html

School Fees

A primary objective is to ensure that fees are not being charged for core items. Fees may be charged for supplies and materials provided for the student's personal use or consumption; this may include such things as calculators, locker rentals, student planners and computer diskettes. The fees charged are on a cost recovery basis.

http://www.asba.ab.ca/services_for_boards/policy_advisories_fees.html

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Local policies may include a provision to waive fees or extend payment allowances where parents are experiencing financial difficulties.

Fundraising

The guidelines state fundraising should not be done for core items such as textbooks. Some fundraising is appropriate for things like athletic uniforms, field trips, and other extras that staff and parents want for their schools. Participation in fundraising activities should be voluntary. No student should be excluded from an event or program because the parents did not contribute.

School Choice

Choice is one of the important principles Alberta's education system is built on. When it comes to selecting a school, parents and students can choose from a wide range of options. They can select from public schools, Catholic schools, Francophone schools, private schools, and charter schools. They can also access a number of unique and innovative programs—including online schools. Parents can also opt to home school their children.

Information about Curriculum

Alberta has one of the best education systems in the world. One of the many reasons is a centralized, high quality curriculum that outlines what students are expected to learn and be able to do, in all subjects and grades. Alberta's curriculum is designed to help students achieve their individual potential and create a positive future for themselves, their families and their communities.

Accessing Information

Parents can access information about the curriculum and learning resources in a number of ways:

- Contact teachers or school administrators.
- **Curriculum Handbooks** contain selected outcomes for each subject area from the Alberta programs of study. They provide a more detailed picture of each year. This Curriculum Handbook is one of a set from Kindergarten to senior high school produced in general and Catholic versions, and in French. They are available on the Alberta Learning Web site or for purchase from the LRC.

http://www.learning.gov.ab.ca/k_12/curriculum/parent.asp

- **Curriculum Summaries** for each grade level provide a brief overview of each year. The summaries are available on the Alberta Learning Web site.

http://www.learning.gov.ab.ca/k_12/curriculum/parent.asp

- In Alberta, the provincial curriculum is organized into **Programs of Study**. They contain learning outcomes for each subject area from Kindergarten to Grade 12. They are legal documents that outline why the educational program is offered, what students are expected to learn and the basic principles about how students are to achieve the required knowledge, skills and attitudes. School authorities use the *Programs of Study* to ensure that students meet provincial standards of achievement. However, they have flexibility to decide how to teach the curriculum and the order in which it is taught. They are available on the Alberta Learning Web site or for purchase from the LRC.

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/

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http://www.learning.gov.ab.ca/lrdb

- The Authorized Resources Database on the Alberta Learning Web site lists **Alberta authorized student and teacher resources**, most of which are available for purchase from the LRC.

http://www.learning.gov.ab.ca

- The **Alberta Learning Web site** contains information on learning from the early years to adulthood.

Curriculum Content—Deciding What Students Should Learn

The Alberta curriculum strives to:

- reflect the essential knowledge, skills and attitudes that Alberta students need to be well prepared for future learning and the world of work
- anticipate and plan for the needs of the future by considering the changes and developments in society such as trends in employment, globalization and advances in technology
- incorporate values of good citizenship and respect for different languages and cultures
- consider students' needs and abilities—intellectual, social, emotional and physical—at different ages and stages of growth
- ensure that each grade provides a foundation of knowledge for successful learning in subsequent years
- incorporate new discoveries and theories that are generally accepted by experts in subject areas
- develop skills that are necessary for success in learning a subject
- consider new research on proven teaching methods and how students learn best
- reflect the most appropriate level at which the skills are to be acquired
- integrate how the study of a subject contributes to student personal growth and development
- accommodate learning in different environments
- consider various ways of delivering a program to students, including new technologies and use of community resources such as distance learning and workplace learning.

Curriculum Development—Who Is Involved in the Process?

Alberta Learning takes a lead role in developing and revising provincial curriculum. However, many others, including teachers, principals, parents, education experts, post-secondary institutions, elders and community members, play a vital role in the process. Input from various stakeholders ensures that curriculum continually meets the needs of students and that there are smooth transitions from grade to grade and to post-secondary education and the world of work.

Ensuring Curriculum Is Current

Curriculum must provide students with the knowledge and skills needed for the present and future. It is reviewed regularly and changes are made to keep it current and relevant. Curriculum revisions occur only after extensive consultations with education stakeholders.

Alberta Learning plans any curriculum changes well in advance to minimize any impact on schools, teachers and students. This ensures that school authorities have sufficient time to prepare for the changes and purchase any needed resources.

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Revising Curriculum

If it is determined through the regular review process that there is a need to make minor or major revisions to a subject area in the curriculum, education stakeholders play a major role in the process. Alberta Learning conducts initial consultations and prepares a draft *Program of Studies* for that subject area. The draft is shared with a wide variety of education stakeholders through advisory committees, online feedback forms, conferences and presentations to teacher specialist councils. Teachers play a vital role in the process. They use their practical knowledge about a subject and about students' needs at specific age levels to provide input and feedback during the process.

Implementing Curriculum

The draft *Program of Studies*, developed in consultation with education stakeholders, is referred to the Minister of Learning for approval. Schools may have the opportunity to pilot the program for one year prior to full provincial implementation. This transition year gives schools time to prepare for the new curriculum. When a curriculum is implemented province-wide, all schools must teach the new curriculum. Alberta Learning, in partnership with superintendents, boards, teachers, principals, parents and students, shares roles and responsibilities in the effective implementation of a new curriculum.

Alberta Learning supports school authorities by producing teacher resources that provide ideas for lesson planning, instructional strategies and student assessment. Also, it provides orientation for school authority leaders and lead teachers about curriculum changes and shares updates at professional conferences and in-services.

Professional development funds are provided to six Alberta Regional Professional Development Consortia. Each Regional Consortia organizes and provides activities to respond to in-service needs identified locally. This may include information and orientation sessions related to curriculum revisions.

Alberta Learning also provides funding to help schools purchase learning and teaching resources through the Learning Resources Centre. These resources are designed specifically to support the provincial curriculum.

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Aboriginal Education

Aboriginal peoples throughout the province have indicated that they want their children to complete regular school requirements and achieve the same standards as set for all students in Alberta.

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/aborigin/default.asp

The term "Aboriginal" refers to First Nations, Métis and Inuit. To support the learning of Aboriginal students, schools are encouraged to use learning resources that promote Aboriginal perspectives. All students in Alberta should understand and be aware of Aboriginal history, culture, lifestyles and heritage. The First Nations, Métis and Inuit (FNMI) initiative works to infuse Aboriginal perspectives into the existing Kindergarten to Grade 12 programs of study. The First Nations, Métis and Inuit (FNMI) Education Policy Framework (2002) provides further information on this initiative. Student and teacher resources have been developed by Alberta Learning to support teaching and learning.

http://www.learning.gov.ab.ca/nativeed/nativepolicy

Both provincially and locally authorized Blackfoot and Cree language and culture courses are offered in the province.

http://www.learning.gov.ab.ca/k_12/specialneeds/teacherresourcescat.pdf

A Handbook for Aboriginal Parents of Children with Special Needs provides information to assist Aboriginal parents in working with schools to meet the special needs of their children. This resource is available for purchase from the LRC.

http://www.lrc.learning.gov.ab.ca

Our Treasured Children is a videotape that complements *A Handbook for Aboriginal Parents of Children with Special Needs.* It highlights intergenerational stories from members of the Aboriginal community. The videotape is available for purchase from the LRC.

Personal and Career Development

Preparing for life and work is a complex process that begins in the early years of schooling and continues throughout our lives. Alberta schools are taking an active role—along with parents and the community—in helping students move successfully from basic education to further studies and the workplace.

In the elementary grades, students explore their personal interests and values, and learn about different roles and career areas. They also begin to develop life skills, such as cooperating with others and being reliable.

Personal and career development activities and outcomes are integrated into all elementary courses and programs. In particular, the elementary health program focuses specifically on these topics.

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Supports for Learning

Students have individual learning needs. Schools, supported by Alberta Learning, provide a variety of programs and services to meet the individual needs of students.

English as a Second Language

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/ESL/default.asp

Many children born in Canada have a first language other than English, and many students move here from non-English speaking countries. Schools provide additional assistance for English as a Second Language (ESL) students in Grade 1 to Grade 12. This helps them acquire sufficient fluency in English so they can function in the regular classroom as quickly as possible.

Special Needs

http://www.learning.gov.ab.ca/k_12/specialneeds/

The *School Act* specifies that school boards are responsible for determining if a student is in need of a special education program. Students with special needs, including those with mild, moderate and severe disabilities, and those who are gifted and talented, require specialized learning opportunities in order to receive an education that is consistent with their identified learning needs. School boards must provide special education programming for all school-age children with special education needs.

Students with special education needs may require changes to: instruction, assessment strategies, materials and resources, classroom environment, equipment and/or the regular curriculum. In addition, some students may require referral to specialized health-care services.

For more information on a Review by the Minister, contact the Disputes Management Team Leader at 780–427–7235 or see Policy 3.5.1– Review by the Minister http://www.learning.gov.ab.ca/educationguide/pol-plan/polregs/351.asp.

Most students with special needs are placed in regular classrooms in their neighbourhood or local schools, and are provided with programming, supports and services to meet their individual needs throughout the school day. There are a range of placement options possible; different students need different kinds of support. Deciding on the educational placement for an individual student is a collaborative process, and in most instances, parents and school staff agree on appropriate placements. If there is a disagreement, parents can appeal a decision at the district level. The school principal can provide information on the appeal procedure in your district. If parents do not agree with the decision of an appeal to the school board, they may write to the Minister of Learning and ask for a review of the board decision.

All students with identified special needs require an individualized program plan (IPP). An IPP is a plan of action with measurable goals. It identifies your child's specific strengths, needs and current level of performance. The IPP also explains what your child will be learning and how he or she will be learning. The IPP is a flexible tool that is updated regularly. Parents, school staff and the student need to work together as a learning team to ensure that the IPP is implemented.

If you feel your child is having difficulty learning, you should talk to the classroom teacher to share knowledge about your child that could assist in determining the cause of these difficulties and in deciding if there are any teaching and learning strategies that can be made to improve your child's learning. School-based staff can use a number of informal ways to identify learning needs. If it is apparent that school-based strategies

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are not enough, the teacher, in consultation with parents, will make a referral for specialized assessment. Your child's teacher or the school principal will have information on the assessment procedures for your area.

The following resources provide additional information.

http://www.learning.gov.ab.ca/k_12/curriculum/ParentResources.asp

http://www.learning.gov.ab.ca/k_12/specialneeds/

http://www.learning.gov.ab.ca/k_12/curriculum/resources/TheJourney/journey.asp

The *Handbook for Aboriginal Parents of Children with Special Needs* and *Our Treasured Children* videotape are available for purchase from the Learning Resources Centre (LRC). Order online at http://www.lrc.learning.gov.ab.ca/.

- *The Learning Team: A Handbook for Parents of Children with Special Needs* (2003)—Information for parents of children with special needs
- *Standards for Special Education* (Amended June 2004)—Information on the requirements for school boards regarding delivery of education programs and services to students with special needs in grades 1–12
- *The Journey: A Handbook for Parents of Children Who Are Gifted and Talented* (2004)—Information and strategies for nurturing your child's learning and emotional well-being at home, in school and in the community.
- *A Handbook for Aboriginal Parents of Children with Special Needs* (2000)—Information for Aboriginal parents about rights and responsibilities regarding the education of their children with special needs
- *Our Treasured Children* is a videotape that complements *A Handbook for Aboriginal Parents of Children with Special Needs*. It highlights intergenerational stories from members of the Aboriginal community. The videotape is available for purchase from the LRC.

Distance and Online Learning

http://www.learning.gov.ab.ca/ltb/

The Learning Technologies Branch (LTB) develops course materials and learning objects for distance and online learning.

http://www.lrc.learning.gov.ab.ca

For information about purchasing distance learning print and CD materials, contact the Learning Resources Centre.

http://www.learning.gov.ab.ca/ltb/400/crslist.html

For a listing of all print distance learning courses available for purchase or study, visit the LTB Print Resources Web page.

http://www.learning.gov.ab.ca/ltb/400/crslist.html

To see the electronic products available, visit the Electronic Resources Web page.

http://www.learnalberta.ca

LearnAlberta.ca provides exciting new online educational content to students, parents and teachers. Check out multimedia material, such as National Geographic Science Centre units and the Let's Read Together: Ukrainian Reader for Emergent Readers Home. Access the Online Reference Centre for a wide variety of research tools, such as encyclopedias, dictionaries and other reference works for all grade levels.

For information about registering in a distance learning course, contact a distance learning school, an online school, or your local school jurisdiction.

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http://www.learning.gov.ab.ca/french/M_12/default.asp

The French Language Services Branch develops distance learning courses for French language instruction. For courses available in French, contact the French Language Services Branch.

Assessment

Assessing Student Achievement

http://www.learning.gov.ab.ca/k_12/testing/default.asp

In the classroom, a teacher uses a variety of means to assess students' learning throughout the school year. These assessments are based on the instruction being provided, in order to inform the teacher's planning from day to day. Classroom assessment may serve a diagnostic purpose, indicating students' strengths and weaknesses in specific skill areas. At other times it may be formative, indicating how well students have achieved in a unit of study or how well they have achieved to a particular point in the course. At the end of a school year, a teacher also assesses how well the students have achieved the expected learning outcomes in the curriculum for that grade. This summative type of assessment is designed primarily for reporting purposes. All these classroom assessments are integral to instruction.

Alberta Learning is exploring ways of supporting literacy programming for students in Grade 1 and Grade 2. Assessment materials will be developed during the 2004–2005 school year, for use by parents and teachers to support their children's literacy and numeracy development. Input from teachers, parents and other stakeholders will assist with this initiative.

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Grade 1

In Grade 1, students study required subject areas. Optional subject areas may be available at the local school. Students have access to as many as 950 hours of instruction during a school year.

Overview of Grade 1

The Grade 1 Alberta program of studies for each subject area sets out general outcomes or topics that provide an overview of the important learnings students accomplish. Specific outcomes are included for each general outcome or topic and state in detail the knowledge, skills and attitudes students are working towards achieving.

This handbook contains:

- the general outcomes or topics for each subject area
- selected specific outcomes for most subject areas.

The programs of study, which include all the general and specific outcomes, are available on the Alberta Learning Web site or from the LRC.

Required Subject Areas. ***Students take:***						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Optional Subject Areas. ***Schools may offer:***	
Drama	Languages Other than English*

* Students in French immersion programs and bilingual programs in other languages take English language arts as well as language arts in the target language.

Students in immersion and bilingual programs also take a number of subjects in the target language.

Programs under development:

- Chinese Language Arts
- Cree Language and Culture
- French as a Second Language
- German Language Arts
- Italian Language and Culture
- Mathematics
- Social Studies

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Required Subject Areas

The required subject areas are the foundation of the elementary program.

Required Subject Areas. ***Students take:***						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

English Language Arts

View the English language arts subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/english/

There are two basic aims of English language arts. One aim is to encourage, in students, an understanding and appreciation of the significance and artistry of literature. A second aim is to enable each student to understand and appreciate language and to use it confidently and competently for a variety of purposes, with a variety of audiences and in a variety of situations for communication, personal satisfaction and learning.

From Kindergarten to Grade 12, students are developing knowledge, skills and attitudes in six language arts: Listening and Speaking; Reading and Writing; Viewing and Representing. Students learn to compose, comprehend and respond to oral, print and other media texts. They experience a variety of texts from many cultural traditions.

The following learning outcomes are selected from the Grade 1 English Language Arts Program of Studies.

Explore thoughts, ideas, feelings and experiences

- talk with others about something recently learned
- choose to read and write for and with others
- listen and respond appropriately to experiences and feelings shared by others
- group ideas and information into categories determined by an adult

Comprehend and respond personally and critically to oral, print and other media texts

- use knowledge of context, pictures, letters, words, sentences, predictable patterns and rhymes in a variety of oral, print and other media texts to construct and confirm meaning
- use a variety of strategies, such as making predictions, rereading and reading on
- use phonic knowledge and skills to read unfamiliar words in context
- retell interesting or important aspects of oral, print and other media texts
- know that stories have beginnings, middles and endings
- write, represent and tell brief narratives about own ideas and experiences

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Manage ideas and information

- explore and share own ideas on topics of discussion and study
- ask and answer questions to satisfy information needs on a specific topic
- use questions to find specific information in oral, print and other media texts
- represent and explain key facts and ideas in own words
- answer questions directly related to texts
- talk about information-gathering experiences by describing what was interesting, valuable or helpful

Enhance the clarity and artistry of communication

- rephrase by adding or deleting words, ideas or information to make better sense
- print letters legibly from left to right, using lines on a page as a guide
- explore and use the keyboard to produce text
- write simple statements, demonstrating awareness of capital letters and periods
- use phonic knowledge and skills and visual memory to attempt spelling of words needed for writing
- present ideas and information to a familiar audience, and respond to questions
- add such details as labels, captions and pictures to oral, print and other media texts
- be attentive and show interest during listening or viewing activities

Respect, support and collaborate with others

- talk about other times, places and people after exploring oral, print and other media texts from various communities
- use appropriate words, phrases and sentences to ask questions, to seek and give assistance, and to take turns
- work in partnerships and groups
- ask questions and contribute ideas related to class investigations on topics of interest

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Required Subject Areas. *Students take:*						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Mathematics

View the mathematics subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/math/

The aim of the mathematics program is to prepare students to:

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society.

Students learn to use the following mathematical processes:

- communicate mathematically
- connect mathematical ideas to everyday experiences and to other subject areas
- use estimation and mental mathematics where appropriate
- apply new mathematical knowledge to problem solving
- reason and justify their thinking
- use appropriate technologies
- use visualization to assist in problem solving, processing information and making connections.

The following learning outcomes are selected from the Grade 1 Mathematics Program of Studies.

Number

- recognize and apply whole numbers from 0 to 100, and explore halves, in familiar settings
- apply informal methods of addition and subtraction on whole numbers where the maximum sum is 18

Patterns and Relations

- identify, create and compare patterns arising from daily experiences in the classroom

Shape and Space

- estimate, measure and compare, using whole numbers and nonstandard units of measure
- explore and classify 3-D objects and 2-D shapes, according to their properties
- describe, orally, the relative position of 3-D objects and 2-D shapes

Statistics and Probability

- collect, organize and describe, with guidance, data based on first-hand information
- describe concepts of chance and chance events, using ordinary vocabulary

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Required Subject Areas. *Students take:*						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Science

View the science subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/science/

The aim of the science program is to encourage and stimulate children's learning by nurturing their sense of wonderment, by developing skill and confidence in investigating their surroundings, and by building a foundation of experience and understanding upon which later learning can be based. In elementary science, students develop their skills of inquiry and problem solving. They are also developing positive attitudes toward the study of science and the application of science in responsible ways.

The following learning outcomes are selected from the Grade 1 Science Program of Studies.

Creating Colour

- learn to distinguish and describe colours, and work with a variety of materials to create, modify and apply colours
- learn that different materials have particular properties, and that the properties and interactions of materials have to be taken into account when they are used for a specific purpose

Seasonal Changes

- learn about interactions among different parts of the environment, and the recurrence of change as part of a cycle
- describe seasonal changes, and interpret the effects of seasonal changes on living things

Building Things

- select materials to use, and gain experience as they cut and shape, fold, pile materials on top of one another, join parts, and try different techniques to achieve the result that they intend
- learn to look at objects that are similar to what they are trying to construct and, with guidance, begin to recognize the component parts that make up the whole

Senses

- learn about the function of their senses and how they are cared for
- learn how senses could be damaged and how one's ability to sense things may differ from those of other people and other living things
- learn to sharpen the use of their senses and describe as accurately as possible the information that their senses provide

Needs of Animals and Plants

- develop skills for describing and classifying what they see
- explore how living things survive, what they need and how their needs are met
- become aware that groups of living things have some common needs, and that different animals and plants meet those needs in different ways
- learn about their own responsibility in caring for living things
- describe some common living things, and identify needs of those living things

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Required Subject Areas. *Students take:*						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Social Studies

View the social studies subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/social/

The aim of the social studies program is to help students develop the knowledge, skills and positive attitudes they need to be responsible citizens and contributing members of society. Students learn to acquire and evaluate information and ideas. They learn to interact with others and develop understanding and respect for people in their school, their family and their community.

The focus of the Grade 1 social studies program is on students as participating members of their school and of their family. As well, students learn about Canada as a multicultural society.

The following learning outcomes are selected from the Grade 1 Social Studies Program of Studies.

My School

- understand that the school, and each room in the school, has a purpose
- understand that each member in the school has special responsibilities
- understand that the school has rules
- understand that people in the school cooperate with each other
- acquire information through viewing and listening
- use simple maps to locate specific areas within the school and the school within the community

My Family

- develop acceptance of a variety of family structures, including one's own family
- understand that family members have different responsibilities
- understand that the responsibilities of family members may change
- understand that families solve problems in different ways
- categorize pictures, facts or events as similar, different, related or unrelated

Other Canadian Families

- understand that families keep traditions that have been passed down from their parents and grandparents
- understand that Canada is made up of families who have common traditions and traditions special to themselves
- understand that respect for traditions held by Canadian families is important
- gather information by surveying family members
- make a chart to compare traditions of Canadian families

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Required Subject Areas. *Students take:*						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Information and Communication Technology (ICT)

View the information and communication technology subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/ict/

The ICT curriculum is not intended to stand alone as a course, but rather to be infused within English language arts, mathematics, science and social studies. Schools have until June 2003 to phase in the program. The outcomes are organized by divisions; Division 1 is Kindergarten to Grade 3.

Students learn about the nature of technology, how to use and apply a variety of technologies, and the importance of technology to self and society.

The following learning outcomes are selected from the Kindergarten to Grade 3 Information and Communication Technology Program of Studies.

Communicating, Inquiring, Decision Making and Problem Solving

- access and retrieve appropriate information from electronic sources for a specific inquiry
- process information from more than one source to retell what has been discovered

Foundational Operations, Knowledge and Concepts

- identify technologies used in everyday life
- describe particular technologies being used for specific purposes
- demonstrate courtesy and follow classroom procedures when making appropriate use of computer technologies

Processes for Productivity

- create original text, using word processing software, to communicate and demonstrate understanding of forms and techniques
- edit complete sentences, using such features of word processing as cut, copy and paste
- read information from a prepared database
- compose a message that can be sent through communication technology
- communicate electronically with people outside the classroom

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Required Subject Areas. *Students take:*						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Physical Education

View the physical education subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/physed/

The aim of the K–12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. Students participate in a variety of physical activities: dance, games, types of gymnastics, individual activities and activities in alternative environments, such as aquatics and outdoor pursuits. All learning outcomes are to be met through physical activity as a means of fostering a desire in students to participate in lifelong physical activity.

The following learning outcomes are selected from the Grade 1 Physical Education Program of Studies.

Activities

Basic Skills
- perform locomotor and nonlocomotor skills through a variety of activities

Application of Basic Skills
- demonstrate the basic skills in a variety of environments; e.g., tarmac activities
- perform simple movements by using elements of effort and space to respond to a variety of stimuli; e.g., music
- demonstrate body and space awareness when performing space awareness games

Benefits Health

Functional Fitness
- identify healthy nutritional habits
- demonstrate ways to improve personal growth in physical abilities

Body Image
- recognize personal abilities while participating in physical activity

Well-being
- describe how physical activity makes you feel

Cooperation

Communication
- develop and demonstrate respectful communication skills appropriate to context

Fair Play
- identify and demonstrate etiquette and fair play

Leadership
- experience different roles in a variety of physical activities

Teamwork
- display a willingness to play cooperatively with others in large and small groups

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Do It Daily ... for Life!

Effort

- show a willingness to participate regularly in short periods of activity with frequent rest intervals
- demonstrate effort while participating in various activities

Safety

- show a willingness to listen to directions and simple explanations
- move safely and sensitively through all environments; e.g., space awareness activities

Goal Setting/Personal Challenge

- participate in a class activity with a group goal; e.g., walk a predetermined distance

Active Living in the Community

- identify and experience safe places to play in the community
- make decisions to be active

Exemptions from Physical Education

Exemptions from participation in physical education may be given for medical conditions, when accompanied by a medical certification from a doctor to the principal; for religious beliefs, when accompanied by a statement in writing from the parent to the principal; and where access to facilities is prohibitive. When exemption is granted, activities consistent with the program outcomes should be substituted, where appropriate.

Physical Education Online

http://www.learning.gov.ab.ca/physicaleducationonline

The Physical Education Online Web site provides a wealth of information to support student learning of the K–12 physical education program of studies. The site is organized into three major sections:

- Program of Studies—The general outcomes and grade specific outcomes for K–12.
- Teacher Resources—Links to authorized resources, the Guide to Implementation, teaching tools, and activities and lessons that address the outcomes for the K–12 physical education program.
- Home Education—This portion is designed for parents and teachers to use with 7 to 10 students who may be enrolled in an online or home education physical education course.

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Required Subject Areas. *Students take:*						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Health and Life Skills

View the health and life skills subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/healthpls/

The aim of the health and life skills program is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. A comprehensive health program involves a partnership among home, school and community.

The following learning outcomes are selected from the Grade 1 Health and Life Skills Program of Studies.

Wellness Choices

Personal Health

- demonstrate positive hygiene and health care habits; e.g., habits to reduce germ transmission, habits for dental hygiene

Safety and Responsibility

- describe actions to use in unsafe or abusive situations; e.g., say no, get away, tell someone you trust and keep telling until someone believes you
- determine reasons for and apply safety rules at home and at school; e.g., demonstrate fire safety behaviours

Relationship Choices

Understanding and Expressing Feelings

- recognize and demonstrate various ways to express feelings; e.g., verbal and nonverbal

Interactions

- identify the characteristics of being a good friend; e.g., consideration of feelings, kindness, listening

Group Roles and Processes

- work cooperatively with a partner; e.g., take turns, respect space and property of others

Life Learning Choices

Learning Strategies

- define a goal, and recognize that setting goals helps accomplish tasks

Life Roles and Career Development

- recognize interests, strengths and skills of self
- demonstrate an awareness of the ways in which people perform responsibilities in the community, including paid and unpaid work

Volunteerism

- select and perform volunteer tasks in the classroom

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Required Subject Areas. *Students take:*						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Art and Music

View the fine arts subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/finearts/

Through art and music, students develop self-awareness and express their creativity in many ways. They respond personally and critically to a variety of art and music styles and forms.

Art

The aim of the art program is to enable students to learn visual arts skills and concepts, to interpret and communicate with visual symbols, to appreciate the cultural aspects of art, and to relate art to everyday life. The art curriculum has four major components: reflection, depiction, composition and expression.

The following learning outcomes are selected from the Grade 1 Art Program of Studies.

- notice that natural objects or forms have common features
- assess the use or function of objects
- develop decorative styles
- add finishing touches to their creations
- decorate items personally created
- use media and techniques with an emphasis on exploring and applying methods in drawing, painting, print making, sculpture, fabric arts, photography and computer graphics

Music

The aim of the music program is for students to develop an enjoyment of music, an understanding of a variety of music styles and an insight into music through a variety of musical activities. The music program is developed around the concepts of rhythm, melody, harmony, form and expression. These concepts are learned through participating in six skill areas: listening, moving, singing, playing instruments, reading and writing, and creating.

The following learning outcomes are selected from the Grade 1 Music Program of Studies.

- understand that music may move to a steady beat
- understand that sounds may be high or low
- understand that music may express our feelings
- distinguish environmental sounds (school, home, weather, animals, machines)
- follow a story told by music
- perform simple action songs and singing games
- experience singing alone and in a group
- play a steady beat, using rhythm instruments
- echo rhythm patterns
- respond to simple instrumental scores on large charts
- use suitable sound effects for poems and songs

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Optional Subject Areas

The range of optional subject areas offered by elementary schools varies from school to school depending on such factors as student and parent preferences, facilities and staffing.

Optional Subject Areas. ***Schools may offer:***	
Drama	Languages Other than English

Drama

View the drama subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/finearts/

The aim of the drama program is for students to develop a positive self-concept by assuming other roles and acquiring dramatic skills. Play, dramatic play and structured dramatic play are the foundation for dramatic forms of expression. These include dramatic movement, mime, choral speech, storytelling, dramatization, puppetry, choric drama, readers' theatre, story theatre, playmaking and group drama.

Drama may be taught as a separate subject area or integrated with other subjects.

Languages Other than English

A variety of courses and programs in languages other than English are available throughout Alberta. Some of these include Aboriginal languages, French, German and Ukrainian.

Students registered in an **immersion** or a **bilingual program** follow a language arts course in the target language (e.g., French, Ukrainian) in addition to studying English language arts. In these programs, the target language is also used as the language of instruction in other subject areas, such as mathematics, science and social studies.

Aboriginal Languages

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/aborigin

Blackfoot and Cree language and culture programs are designed to enable students to learn Aboriginal languages and to increase awareness of Aboriginal cultures.

The following learning outcomes are selected from the Blackfoot and Cree Language and Culture Programs of Study.

- learn basic communication skills in Blackfoot or Cree
- develop cultural sensitivity, and enhance personal development
- develop a desire to extend or improve proficiency in the Blackfoot or Cree language

French Immersion Program

http://www.learning.gov.ab.ca/quicklinks/seclang.asp

In Alberta, many students have the opportunity to study in a French immersion program. This program, designed for non-French speaking students, offers an effective way for students to become functionally fluent in French while achieving all of the learning outcomes of the regular programs of study. Graduates from French immersion programs achieve a level of fluency in the target language that allows them to pursue their post-secondary studies in French or to accept employment in a workplace where French is the main language of communication.

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There are many delivery models for French immersion present in Alberta schools:

- Early immersion—students begin their immersion experience in Kindergarten and continue in the program to Grade 12.
- Late immersion—the entry point is typically Grade 7.

Courses offered in the French language have as their basis a French version of the English program of studies, which is identical or comparable to the one used in the English program. The exception is Grade 1 to Grade 3 Social Studies. However, a program of studies specific to French immersion students was developed for the learning/teaching of French language arts. Some of the main French language arts learning outcomes are presented in the following section, French Language Arts.

A resource that may be helpful to parents is *Yes, You Can Help! Information and Inspiration for French Immersion Parents*. It is available for purchase from the LRC.

French Language Arts

http://www.learning.gov.ab.ca/French/FLA/abrege/IMM_1.pdf

In Division 1, the French language arts program of studies is primarily intended to develop oral vocabulary and basic syntax that will enable students to engage actively in classroom activities. By first learning orally the basics of the French language, especially vocabulary, students are able to learn how to read since the words they encounter in their reading will now have meaning. They will also have acquired words and basic sentence structures to express themselves in writing.

Note: The development of basic language skills does not take place in isolated exercises, but rather in context, so that students learn not only the rules but also when and how to apply them.

In Grade 1, learning occurs primarily:

In **oral comprehension** through:

- listening to short, illustrated texts in various subject areas.

Students will learn to use basic listening strategies and develop a cooperative attitude toward the speaker so that they benefit from each listening situation.

In **reading comprehension**:

Teachers will select, for their students, short texts and stories of approximately **50 to 85** words:

- whose content is related to their past experiences and prior knowledge
- that provide concrete, familiar information.

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In **oral production**:

In a learning situation, themes for discussion and presentations may be selected from various subject areas. Students should have had the opportunity to explore topic-related vocabulary in various contexts. The proposed situations should enable students to demonstrate what they already know or what they have learned about a given topic, or to represent their imaginary world.

Student presentations and discussions should be short and well structured, with emphasis on:

- the meaning of the message
- the correct use of vocabulary related to the topic or to the representation of their imaginary world
- listening skills in an interactive situation.

In **writing**:

In **Grade 1**, the process of learning to write takes place in three stages, with the first two stages involving systematic work.

Students first learn to correctly **reproduce** a message with meaning. They then learn to **construct** sentences and short texts based on models in order to become familiar with the written language. Finally, they **write** sentences for the purpose of providing information and short texts to represent their imaginary world.

The main purpose of these learning activities is to enable students to integrate the basic elements of the written language through:

- the choice of words to express their ideas
- word order in a sentence
- punctuation
- spelling.

French as a Second Language

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/fsl

In Alberta, French as a Second Language (FSL) is a program in which the French language is taught as a subject, often between 20 and 40 minutes a day, to help students develop communication skills in French and acquire an appreciation and understanding of Francophone cultures.

Depending upon a school board's language policy, French as a second language may be offered as an optional program or it may be a compulsory program. School boards may begin the program at different grade levels, since the program is based on developing language proficiency over a grade or grades without being grade specific. Many schools start the program in Grade 4, but others may begin earlier or later.

The program is designed to teach students to:

- understand what they hear and read in French
- communicate their ideas orally and in written form, using an approach that is based on concrete and real-life experiences and situations

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- acquire knowledge about local, provincial and national Francophone groups to become more aware of their presence and to understand them better
- develop French language vocabulary and grammar through thematic activities and projects that are related to real-life language experiences
- acquire specific language learning strategies that will help them become better second language learners.

The program is organized into three language proficiency levels—Beginning, Intermediate and Advanced. Each level has its own set of experiences. Students in elementary school generally focus on the Beginning level. As students work through this level, they develop their ability to understand and communicate in French.

http://www.learning.gov.ab.ca/french/FSL/whatsnew/FSL_handbook/ab_public.htm

A resource that may be helpful to parents is *French as a Second Language (FSL) Program: A Guide for Parents*. It is available on the Alberta Learning Web site or for purchase from the LRC.

Spanish Language Arts

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/languages/default.asp

This course is designed as the Spanish language learning component for students in the Spanish bilingual program.

Students acquire knowledge, skills and attitudes in the areas of listening, speaking, reading, writing, viewing and representing. They learn to use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning. They are able to explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction, and to participate in and contribute to an interdependent and multicultural global society.

Ukrainian Language Arts

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/languages/default.asp

This course is designed as the Ukrainian language learning component for students in the Ukrainian bilingual program.

Students acquire knowledge, skills and attitudes in the areas of listening, speaking, reading, writing, viewing and representing. They learn to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning. They are able to explore, understand and appreciate the Ukrainian culture for personal growth and satisfaction, and to participate in and contribute to an interdependent and multicultural global society.

Other Languages

Many school boards have developed their own programs. Locally developed language programs include: Arabic, Chinese, Chipewyan, German, Hebrew, Italian, Polish and Spanish. These locally developed courses are based on local needs and demands, and may not always be available.

For more information on second language instruction offered in your area, please contact your local school board.

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Feedback Form

Curriculum Handbook for Parents 2004–2005: Grade 1

Please indicate whether you are a:

☐ Parent ☐ Teacher ☐ School Administrator ☐ District Administrator ☐ Other (please specify) _____

Please indicate whether you used:

☐ a print copy ☐ the online format ☐ both

Please respond to the following by placing a check mark under **Strongly Disagree**, **Disagree**, **Agree** or **Strongly Agree**.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The handbook provides useful information.				
2. The amount of information is appropriate.				
3. The reading level is appropriate.				
4. The layout and organization are user-friendly.				
5. The links to the Alberta Learning Web site are helpful.				
6. Downloading and printing is easy.				

How can this handbook be made more helpful to parents?

_____

_____

_____

_____

_____

Thank you for your feedback.

Please send your response to:

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